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-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Camden Station Elementary School

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School Enrollment: 472

Our School Council

Stephanie McHenry	Teri Beard
Tim Springer	Katie Herms
Martin Gilkey	Beth Henry
MariAnn Arnold	

Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000722
TO THE PARENTS OF:

Dear Parents/Guardians: Here is our school's report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: The staff, parents, and students of Camden Station Elementary work together to create a warm and caring environment that affords each child the opportunity to develop academically, socially, emotionally, and aesthetically. Our standards-based curriculum is aligned to assist us in meeting the needs of our P1/P2, P3/P4, and intermediate students. We offer fewer transitions during the primary years by grouping our P1/P2 students and our P3/P4 students. In effect, the children have two teachers during their four years of Primary School. All students at Camden Station participate in a Related Arts schedule that offers Physical Education, Music, Art and Computer. P1/P2 students follow a 5-day rotation and P3/P4 and Intermediate students follow an 8-day rotation. Intelligent Classroom systems are installed in every classroom. A climbing wall, high-ropes course, and Orff instruments provide just a few of the learning experiences available.

How Our School Ensures Educational Equity: Camden Station's Comprehensive Improvement Plan contains an equity component that guarantees educational opportunities for all students. We strive to meet the educational, social, and emotional needs of each child. This is accomplished through differentiated and individualized instruction as well as services provided from specialists in the areas of Gifted and Talented, English Language Learners, and Special Education populations. To address the academic remediation measures mandated by the No Child Left Behind Act, Camden Station has developed strategies to bridge the achievement gap between the regular population and designated categories to include: Special Education and male versus female.

Other Important Information About Our School

State Contest Results: Over the past few years students at Camden Station Elementary have earned state recognition in the PTA Reflections Contest in visual arts, dance, literature and music. Camden was designated a Kentucky Pacesetter School, and a Kentucky Welcoming School. The school Governor's Cup team won the district and regional competitions during 2005-2006.

Extracurricular Activities: Camden Station Elementary offers a variety of extracurricular activities that include basketball, cross country, MAD Science, open art studio, chess, newscast, orchestra (string classes), chorus, student council, Governor's Cup academic team, cheerleading, golf and the student technology club.

Awards & Recognitions: Camden Station Elementary was designated the Top Performing School for 2003-2004 by Box Tops for Education. Six of our teachers have received National Board certification. We have the 2003 WHAS Excel winner, the 2006 Joy Bale Boone Poetry winner, the 2003 Wal-Mart teacher of the Year and the 2001 Kentucky K-5 Physical Education Teacher of the Year.

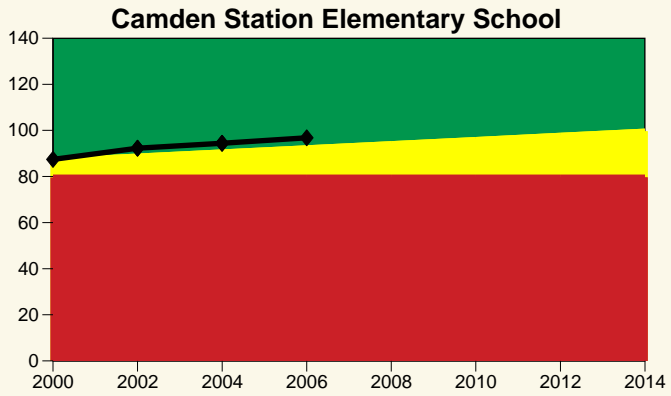
What We are Doing to Improve: The Camden Station Comprehensive Improvement Plan consists of strategies to assist the staff in moving our students to proficiency. A few of the strategies include: master schedules which accommodate special education opportunities, embedded professional development in the areas of literacy and writing, bi-monthly team meetings which focus on the development of professional learning communities, common literacy blocks and, the utilization of a Literacy Coach.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	148	98.66	84	99.42	137	93.92	63	102.06
White	135	100.46	82	98.91	120	97.13	60	102.17
African American	8	NA	1	NA	12	69.18	NA	NA
Asian	1	NA	NA	NA	2	NA	NA	NA
Hispanic	2	NA	NA	NA	1	NA	2	NA
Free/Red. Lunch	20	81.5	6	NA	24	60.67	12	81.51
Non-Free/Red. Lunch	128	101.33	78	102.46	113	100.98	51	106.91
Limited English	5	NA	NA	NA	3	NA	2	NA
Non-Limited English	143	98.98	84	99.42	134	94.23	61	102.14
Disability	18	71.67	11	74.99	20	80.5	9	NA
No Disability	130	102.39	73	103.1	117	96.2	54	108.26
Male	78	95.41	36	88.09	77	93.02	33	103.38
Female	70	102.27	48	107.92	60	95.06	30	100.59
Students Excluded	2	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Meeting Goal Is Progressing Needs Assistance

Year	Goal Line	Assistance Line	School Index Score
2000	87.0		87.4
2002	88.8	79.6	92.3
2004	90.6	79.6	94.4
2006	92.4	79.6	96.8
2008	94.2	79.6	
2010	96	79.6	
2012	97.8	79.6	
2014	99.6	79.6	
Standard Error: 0.4			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	%	5%	%	8%	2%	6%	10%	6%	5%
	District	4%	5%	10%	6%	2%	5%	8%	11%	5%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	%	11%	%	14%	17%	66%	17%	48%	27%
	District	12%	11%	19%	14%	21%	38%	14%	48%	16%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient\ Distinguished	School	%	85%	%	78%	81%	28%	73%	46%	68%
	District	83%	84%	72%	80%	76%	58%	78%	41%	78%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School		99.4		102.1	103.6	68.6	99.6	86.9	98.4
	District	99.1	98.8	96.5	104.2	103.3	82.6	100.8	77.2	100.1
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	69%	64%	72%
District	66%	62%	72%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	96.5%	0%
District	96.1%	0.9%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: Camden Station staff spends a great deal of time educating the students on safe school issues such as reporting threats, peer intimidation, and any unusual activity that they may notice.

In addition, all staff are trained in school safety procedures, participate in regular fire, tornado, earthquake, bus derailment, and intruder drills throughout the year. Each classroom is equipped with a safety backpack that contains a class roster, first aid kit, and a Safe Schools manual that specifies the actions taken for all emergency situations. All visitors are required to sign in at the main office and must pass through an administrator’s office in order to access the classrooms.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5263	18:1	4.6:1	100%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: All full-size classrooms at Camden Station have a multimedia projector, document camera, DVD/VCR, and voice amplification system. Each classroom has at least two computers with Internet and network accessibility. A computer lab, scanners, digital cameras, video editing software, and other software are available to students and teachers. The Library Media Center is fully automated for circulation, inventory, and cataloging. Camden Station’s website includes links to educational websites, student and teacher products, computer tutorials, classroom websites, and other resources.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	472	38	7	3352

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	4%	4%	3%
Average Years of Teaching Experience	11.7	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	13.8%	37.9%	48.3%	0%	0%	100%